

**TOPIC: STATEWIDE REPORT ON RACIAL AND ETHNIC
COMPOSITION OF STUDENTS AND FACULTY**

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I. SUMMARY

The racial and ethnic composition of students and faculty is an important issue for these institutions. Recruitment and retention of underrepresented students requires leadership by institution presidents, vice presidents, and deans. Efforts must be proactive and sustained over a long period to build critical masses of students and faculty from underrepresented groups.

This item addresses the aspect of the Commission's policy pertaining to a series of underrepresented student measures prescribed in the policy. Among its key points are:

- Access to higher education by students reported as Asian, Black, Hispanic, or Native American are affected by their performance in high school.
- Participation levels in higher education by students from underrepresented populations have been relatively stable between fall 2000 and fall 2003. Gains, though modest at times, are being made and documented for various student levels as well as faculty and staff.
- Governing boards and institutions have taken a variety of actions and initiatives to increase student access and success. Many participate in a number of federally funded and institutionally funded programs that seek to improve awareness of college opportunities. Other initiatives include greater emphasis on providing academic advising, tutoring, mentoring and early intervention for those students who were under prepared for college level work. These initiatives will help to increase retention rates and, ultimately, graduation rates for these students.

II. BACKGROUND

Beginning in 1999, CCHE's Quality Indicator System (QIS) measured the retention and graduation rates for minority students. The 2002 report compared retention and graduation data with the QIS data to give Commissioners a broader picture of how underrepresented students fared once they started in the higher education system.

This year, the report includes quantitative data on a statewide level and descriptive information on an institution level. All of the statewide level information covered in this

report is also collected for each institution. Information on retention, graduation and transfer rates is also collected for each institution.

Most data are presented on a multi-year basis for comparison purposes, with CCHE's Student Unit Record Data System (SURDS) being the primary data source.

III. STAFF ANALYSIS

Representation in Colorado's public higher education system is highly dependent on the population that exists in Colorado public high schools. We take into consideration the number of students from underrepresented groups enrolled and graduated from Colorado's public high schools when assessing the proportional representation within higher education of the same groups. It is important to note that we do not consider the Colorado public high school numbers absolute benchmarks, but relative points of comparison for discussion purposes.

A. Colorado Public High School Enrollments /Graduates by Race/Ethnicity:

Tables 1 & 2 show the number of students who are **enrolled** in Colorado public high schools and the number who **graduated** from Colorado public high schools.

Table 1. COLORADO PUBLIC HIGH SCHOOL ENROLLMENTS BY RACE/ETHNICITY

Race/Ethnicity	Students Enrolled in Fall --							
	2000		2001		2002		2003	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Asian	20,932	2.9	22,131	3.0	22,810	3.0	23,558	3.1
Black, Non-Hispanic	40,156	5.6	42,361	5.7	43,034	5.7	44,085	5.8
Hispanic	159,581	22.1	172,940	23.3	182,826	24.3	191,976	25.3
Native American	8,258	1.1	8,710	1.2	8,950	1.2	8,996	1.2
Subtotal	228,927	31.7	246,142	33.2	257,620	34.3	268,615	35.5
White, Non-Hispanic	494,214	68.3	496,003	66.8	494,242	65.7	489,053	64.5
Total	723,141	100.0	742,145	100.0	751,862	100.0	757,668	100.0

Table 2. COLORADO PUBLIC HIGH SCHOOL GRADUATES BY RACE/ETHNICITY

Race/Ethnicity	Graduates in --							
	2000		2001		2002		2003	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Asian	1,288	3.3	1,250	3.2	1,442	3.5	1,397	3.3
Black, Non-Hispanic	1,693	4.3	1,681	4.3	1,798	4.4	1,849	4.4
Hispanic	5,172	13.3	5,321	13.6	5,700	14.0	6,270	14.8
Native American	321	0.8	305	0.8	314	0.8	368	0.9
Subtotal	8,474	21.8	8,557	21.8	9,254	22.7	9,884	23.3
White, Non-Hispanic	30,450	78.2	30,684	78.2	31,506	77.3	32,495	76.7
Total	38,924	100.0	39,241	100.0	40,760	100.0	42,379	100.0

Source: Colorado Department of Education; totals include alternative schools.

The number of students enrolled in each race/ethnicity category has remained relatively steady over the last four years. When looking at graduation rates it appears the graduation rate for Asian students is slightly higher than the percentage of students enrolled, 3.3% compared to 3.1%. Black non-Hispanic students and Native American students have a slightly lower graduation rate than of students enrolled, 4.4% compared to 5.8%, and 0.9% compared to 1.2%, respectively.

Hispanic students make up 25.3% of the enrolled students, but only 14.8% of the students who graduate. However, there has been a slight improvement in graduation rates of Hispanic students over the last four years, moving from a rate of 13.3% to a rate of 14.8%.

B. In-State Entering Undergraduates

Table 3 documents the number of undergraduates entering Colorado public higher education for the first time over four consecutive fall terms.

**Table 3. IN-STATE FIRST-TIME ENTERING UNDERGRADUATE HEADCOUNT BY RACE/ETHNICITY
COLORADO PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

Student Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --							
		2000		2001		2002		2003**	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State First-time Entering Undergraduate*	Asian	1,136	3.7	1,162	3.4	1,288	3.7	1,251	3.6
	Black, Non-Hispanic	1,146	3.7	1,206	3.6	1,390	4.0	1,304	3.8
	Hispanic	4,444	14.4	4,914	14.5	5,093	14.6	4,783	13.9
	Native American	515	1.7	636	1.9	583	1.7	610	1.8
	Subtotal	7,241	23.5	7,918	23.4	8,354	24.0	7,947	23.2
	White, Non-Hispanic	22,135	71.9	24,175	71.3	25,100	72.1	24,652	71.9
	NR Alien	173	0.6	344	1.0	74	0.2	277	0.8
	Unknown	1,253	4.1	1,459	4.3	1,307	3.8	1,425	4.2
	Level Total	30,802	100.0	33,896	100.0	34,834	100.0	34,301	100.0

*Excludes students enrolled exclusively in Extended Studies Program. Source: SURDS Enrollment File, selected fall terms.

**Changes in data definitions may affect populations examined, thus populations in 2003 may not be comparable with previous years.

Note: The reader is cautioned about interpretation of the data when table cells contain small numbers; conclusions may be misleading due to the disproportionate impact a single case may have.

Overall proportions of students from specific racial/ethnic groups have remained relatively stable, compared with fall 2000. As indicated in Table 3, there was a slight decrease in the number of first-time entering undergraduates Hispanics after a three-year increase, from 14.4% to 13.9%. Part of the decrease could be explained in the increase in percentage of Non-Resident Alien and Unknown categories. The increases in these two categories suggest some students are opting out of indicating their race/ethnicity on application forms. Also, it is important to note that definitional changes in “first time” student were implemented in 2003 making comparisons between this year and the three previous years problematic.

Colorado's higher education institutions' ability to attract underrepresented populations closely reflects the number of those students who actually graduate from high school. While the number of high school graduates who matriculate into higher education is positive, higher education is missing out on attracting those students who enroll in high school but never graduate. This difference is most noticeable for Hispanic students who represent 25.3% of students enrolled in public high school but represent only 14.8% of students who graduate.

C. In-State Enrollments by Level

Table 4 shows in-State Enrollment by level. It is important to point out that the decrease in Black non-Hispanics and Hispanic first time entering student percentages (see Table 3) is not seen in the overall student enrollment percentages (see Table 4). Black non-Hispanic numbers are up slightly while Hispanic enrollments are steady at 12.2%, which suggests that older students in these two groups may be re-enrolling in higher education.

At the graduate level, the number of minority students continues to remain steady, with a slight increase for Hispanic students, from 5.9% to 6.3% over the last four years.

**Table 4. STUDENT HEADCOUNT BY RACE/ETHNICITY
COLORADO PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --							
		2000		2001		2002		2003	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	5,532	3.5	5,655	3.6	6,067	3.6	6,260	3.6
	Black, Non-Hispanic	5,713	3.6	5,844	3.7	6,467	3.9	6,867	4.0
	Hispanic	18,857	12.0	19,220	12.1	20,457	12.2	21,154	12.2
	Native American	2,556	1.6	2,573	1.6	2,696	1.6	2,789	1.6
	Minority Subtotal	32,658	20.9	33,292	20.9	35,687	21.4	37,070	21.4
	White, Non-Hispanic	117,308	74.9	118,401	74.4	123,877	74.1	127,232	73.5
	NR Alien	447	0.3	651	0.4	408	0.2	861	0.5
	Unknown	6,110	3.9	6,694	4.2	7,152	4.3	7,880	4.6
	Level Total	156,523	100.0	159,038	100.0	167,124	100.0	173,043	100.0
In-State Graduate/First Professional*	Asian	658	4.1	679	4.1	745	4.3	746	4.1
	Black, Non-Hispanic	320	2.0	358	2.2	337	1.9	369	2.0
	Hispanic	942	5.9	961	5.9	1,051	6.0	1,146	6.3
	Native American	150	0.9	147	0.9	159	0.9	152	0.8
	Minority Subtotal	2,070	13.0	2,145	13.1	2,292	13.1	2,413	13.3
	White, Non-Hispanic	12,892	80.7	13,161	80.4	14,011	80.0	14,444	79.5
	NR Alien	2	0.0	7	0.0	188	1.1	160	0.9
	Unknown	1,007	6.3	1,065	6.5	1,032	5.9	1,152	6.3
	Level Total	15,971	100.0	16,378	100.0	17,523	100.0	18,169	100.0
In-State Total*	Asian	6,190	3.6	6,334	3.6	6,812	3.7	7,006	3.7
	Black, Non-Hispanic	6,033	3.5	6,202	3.5	6,804	3.7	7,236	3.8
	Hispanic	19,799	11.5	20,181	11.5	21,508	11.6	22,300	11.7
	Native American	2,706	1.6	2,720	1.6	2,855	1.5	2,941	1.5
	Minority Subtotal	34,728	20.1	35,437	20.2	37,979	20.6	39,483	20.6
	White, Non-Hispanic	130,200	75.5	131,562	75.0	137,888	74.7	141,676	74.1
	NR Alien	449	0.3	658	0.4	596	0.3	1,021	0.5
	Unknown	7,117	4.1	7,759	4.4	8,184	4.4	9,032	4.7
	Level Total	172,494	100.0	175,416	100.0	184,647	100.0	191,212	100.0

D. Degrees and Certificates Awarded to In-State Undergraduate Students

Table 5 shows the number of degrees and certificates awarded to in-state students by race/ethnicity. Of the 15,519 awards granted at all undergraduate levels in FY2003, students from underrepresented groups received 18.0 % of the total.

Asian, Black, Hispanic, and Native American students received 21.1% of certificates awarded and 22.0% of Associate degrees. This same group received 15.9% of all Baccalaureate degrees. The number of Certificates, Associate degrees and Baccalaureate degrees has gone up across the categories for minority students even though the proportional total has decreased slightly.

Table 5. DEGREES/CERTIFICATES AWARDED TO IN-STATE UNDERGRADUATE STUDENTS BY AWARD LEVEL AND RACE/ETHNICITY

Award Level	Recipient Race/Ethnicity	In-State Degrees and Certificates Awarded in Fiscal Year--							
		2000		2001		2002		2003	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level
Certificate	Asian	79	2.4	98	2.7	75	1.8	98	2.0
	Black, Non-Hispanic	114	3.5	130	3.6	156	3.8	192	4.0
	Hispanic	534	16.2	508	14.2	575	14.2	657	13.6
	Native American	41	1.2	54	1.5	56	1.4	71	1.5
	Subtotal	768	23.4	790	22.1	862	21.2	1,018	21.1
	White, Non-Hispanic	2,427	73.8	2,671	74.7	3,063	75.5	3,636	75.5
	NR Alien	3	0.1	11	0.3	12	0.3	14	0.3
	Unknown	90	2.7	105	2.9	120	3.0	149	3.1
	Level Total	3,288	100.0	3,577	100.0	4,057	100.0	4,817	100.0
Associate	Asian	131	2.9	125	2.7	103	2.3	130	2.7
	Black, Non-Hispanic	155	3.5	204	4.4	211	4.6	210	4.3
	Hispanic	540	12.1	594	12.9	596	13.0	653	13.4
	Native American	57	1.3	53	1.1	57	1.2	78	1.6
	Subtotal	883	19.7	976	21.1	967	21.1	1,071	22.0
	White, Non-Hispanic	3,522	78.7	3,555	76.9	3,498	76.5	3,668	75.2
	NR Alien	8	0.2	7	0.2	6	0.1	14	0.3
	Unknown	65	1.5	82	1.8	104	2.3	125	2.6
	Level Total	4,478	100.0	4,620	100.0	4,575	100.0	4,878	100.0
Baccalaureate	Asian	626	4.3	594	4.1	606	4.0	604	3.9
	Black, Non-Hispanic	335	2.3	385	2.7	360	2.4	404	2.6
	Hispanic	1,113	7.6	1,215	8.4	1,269	8.4	1,223	7.9
	Native American	232	1.6	202	1.4	229	1.5	232	1.5
	Subtotal	2,306	15.7	2,396	16.6	2,464	16.4	2,463	15.9
	White, Non-Hispanic	11,938	81.4	11,561	80.1	12,036	80.1	12,480	80.4
	NR Alien	0	0.0	3	0.0	11	0.1	19	0.1
	Unknown	428	2.9	476	3.3	512	3.4	557	3.6
	Level Total	14,672	100.0	14,436	100.0	15,023	100.0	15,519	100.0

E. Degrees Awarded to In-State Graduate Students

Table 6 looks at the graduate level where the percentage of awards granted to underrepresented populations varies more from year-to-year as the degree level

moves upward. Master's degrees awarded to minority students have been steady, in the range of 7.4% to 8.4%, over the past four years. First professional degrees awarded to students of color increased from 18.1% in 2000 to 22.5% in 2003. Asian, Black, Hispanic, and Native American students received 9.0% of all graduate degrees during 2003, and 16.5% of degrees awarded across all levels.

Table 6. DEGREES AWARDED TO IN-STATE GRADUATE STUDENTS BY AWARD LEVEL AND RACE/ETHNICITY

Award Level	Recipient Race/Ethnicity	In-State Degrees and Certificates Awarded in Fiscal Year--							
		2000		2001		2002		2003	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level
Masters	Black, Non-Hispanic	69	1.8	70	1.8	65	1.7	65	1.6
	Hispanic	203	5.4	229	5.9	209	5.6	206	5.0
	Native American	25	0.7	23	0.6	34	0.9	36	0.9
	Subtotal	297	7.9	322	8.4	308	8.2	307	7.4
	White, Non-Hispanic	3,280	87.0	3,293	85.5	3,215	85.5	3,560	85.7
	NR Alien	1	0.0	0	0.0	0	0.0	45	1.1
	Unknown	191	5.1	238	6.2	237	6.3	240	5.8
	Level Total	3,769	100.0	3,853	100.0	3,760	100.0	4,152	100.0
Specialist	Asian	0	0.0	1	2.3	0	0.0	0	0.0
	Black, Non-Hispanic	0	0.0	2	4.5	0	0.0	1	2.2
	Hispanic	1	6.7	5	11.4	5	12.2	5	11.1
	Native American	0	0.0	1	2.3	0	0.0	0	0.0
	Subtotal	1	6.7	9	20.5	5	12.2	6	13.3
	White, Non-Hispanic	14	93.3	33	75.0	34	82.9	38	84.4
	NR Alien	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	0	0.0	2	4.5	2	4.9	1	2.2
Level Total	15	100.0	44	100.0	41	100.0	45	100.0	
First Professional	Asian	29	6.2	41	9.3	35	7.9	53	11.0
	Black, Non-Hispanic	11	2.3	6	1.4	17	3.8	20	4.1
	Hispanic	31	6.6	23	5.2	32	7.2	32	6.6
	Native American	14	3.0	7	1.6	7	1.6	4	0.8
	Subtotal	85	18.1	77	17.4	91	20.5	109	22.5
	White, Non-Hispanic	377	80.2	357	80.8	332	74.9	357	73.8
	NR Alien	0	0.0	0	0.0	0	0.0	1	0.2
	Unknown	8	1.7	8	1.8	20	4.5	17	3.5
Level Total	470	100.0	442	100.0	443	100.0	484	100.0	
Doctorate	Asian	17	3.6	17	3.6	16	3.6	18	3.8
	Black, Non-Hispanic	10	2.1	10	2.1	7	1.6	8	1.7
	Hispanic	22	4.7	10	2.1	8	1.8	13	2.7
	Native American	3	0.6	0	0.0	2	0.5	9	1.9
	Subtotal	52	11.1	37	7.9	33	7.5	48	10.0
	White, Non-Hispanic	387	82.9	409	87.6	378	86.1	391	81.5
	NR Alien	0	0.0	0	0.0	1	0.2	3	0.6
	Unknown	28	6.0	21	4.5	27	6.2	38	7.9
Level Total	467	100.0	467	100.0	439	100.0	480	100.0	
Total In-State-- All Award Levels	Asian	882	3.2	876	3.2	835	2.9	903	3.0
	Black, Non-Hispanic	694	2.6	807	2.9	816	2.9	900	3.0
	Hispanic	2,444	9.0	2,584	9.4	2,694	9.5	2,789	9.2
	Native American	372	1.4	340	1.2	385	1.4	430	1.4
	Subtotal	4,392	16.2	4,607	16.8	4,730	16.7	5,022	16.5
	White, Non-Hispanic	21,945	80.8	21,879	79.7	22,556	79.6	24,130	79.4
	NR Alien	12	0.0	21	0.1	30	0.1	96	0.3
	Unknown	810	3.0	932	3.4	1,022	3.6	1,127	3.7
Grand Total	27,159	100.0	27,439	100.0	28,338	100.0	30,375	100.0	

Note: The reader is cautioned about interpretation of the data when table cells contain small numbers; conclusions may be misleading due to the disproportionate impact. Source: SURDS Degree Files, selected years.

F. Full-Time Faculty and Staff

Table 7 documents the number of full-time faculty, full-time faculty new hires, and full-time staff by race/ethnicity in fall snapshots for 1999, 2001, and 2003. The proportion of full-time faculty from underrepresented groups has remained around 12.0% over the four years represented in these surveys.

Having a clear understanding of this category is difficult because of the significant increase in the proportion of the “unknown” category, which went from 1.1% in 1999 to 8.1% in 2003. The number of unknown faculty went from 100 in 1999 to 789 in 2003. This suggests that faculty may be opting out of indicating their race/ethnicity when filling out personnel information.

**Table 7. RACE/ETHNICITY OF FULL-TIME FACULTY AND STAFF
COLORADO PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

Faculty/Staff Category	Race/Ethnicity	Race/Ethnicity of Faculty and Staff for Fall --					
		1999		2001		2003	
		#	% of Total	#	% of Total	#	% of Total
Full-time Faculty*	Asian	447	4.9	453	4.7	461	4.8
	Black, Non-Hispanic	148	1.6	141	1.5	146	1.5
	Hispanic	462	5.1	463	4.9	488	5.0
	Native American	82	0.9	67	0.7	66	0.7
	Subtotal	1,139	12.6	1,124	11.8	1,161	12.0
	White, Non-Hispanic	7,602	83.9	7,587	79.5	7,341	75.7
	NR Alien	216	2.4	373	3.9	404	4.2
	Unknown	100	1.1	458	4.8	789	8.1
	Total	9,057	100.0	9,542	100.0	9,695	100.0
Full-time Faculty New Hires*	Asian	34	4.5	31	2.5	41	5.8
	Black, Non-Hispanic	10	1.3	19	1.6	16	2.3
	Hispanic	41	5.4	43	3.5	30	4.2
	Native American	9	1.2	7	0.6	0	0.0
	Subtotal	94	12.3	100	8.2	87	12.3
	White, Non-Hispanic	545	71.4	706	58.0	416	58.6
	NR Alien	115	15.1	140	11.5	26	3.7
	Unknown	9	1.2	272	22.3	181	25.5
	Total	763	100.0	1,218	100.0	710	100.0
Full-time Staff	Asian	382	3.0	419	3.1	415	3.2
	Black, Non-Hispanic	500	3.9	484	3.6	459	3.5
	Hispanic	1,882	14.9	1,967	14.7	1,901	14.6
	Native American	155	1.2	154	1.2	142	1.1
	Subtotal	2,919	23.0	3,024	22.6	2,917	22.3
	White, Non-Hispanic	9,435	74.5	9,685	72.5	9,192	70.4
	NR Alien	36	0.3	72	0.5	144	1.1
	Unknown	281	2.2	580	4.3	810	6.2
	Total	12,671	100.0	13,361	100.0	13,063	100.0

Source: IPEDS Fall Staff Surveys, selected years. Faculty data based on line 22 for 1999 and Part A Total Men + Women for 2001 and 2003. New hires based on lines 109 - 111 for 1999 and Part G Full-time Faculty Men + Women for 2001 and 2003. Full-time staff based on line 71 for 1999 and Part B Total Men + Women for 2001 and 2003.

*Includes both instructional and research appointments, both general fund and contract-funded.

Note: The reader is cautioned about interpretation of the data when table cells contain small numbers; conclusions may be misleading due to the disproportionate impact a single case may have.

The proportion of new faculty hires for all minority groups increased slightly in 2003, except for the Native American category which decreased slightly.

full-time faculty new hires are likely impacted by the lack of fiscal resources to hire new faculty because the overall number of new faculty hires went from 1,218 in 2001 to 710 in 2003. This represents a decrease of 41.0% for White, non-Hispanic hires compared to a decrease of 13.0% for underrepresented faculty groups. It appears that despite the significant drop in resources to hire new faculty, institutions are still committed to hiring faculty from underrepresented groups when the funds are available.

The proportion of underrepresented groups among full-time staff has remained steady over the last four years. The percent of white non-Hispanics decreased slightly but this decrease may be explained by the continual increase in the “unknown” category, which has gone from 2.2% in 1999 to 6.2% in 2003.

G. Strategies for Increasing Diversity

Each governing board has submitted a report addressing how each institution will improve access, retention, and completion rates for underrepresented students.

SUMMARIES OF INSTITUTIONAL REPORTS

University of Northern Colorado

Resident minority students comprised 13.4% of UNC’s resident undergraduate enrollment in Fall 2003. This was the second-lowest percentage share of the past five years. Resident minority graduate students totaled 8.8%, a slight decline from the previous year. Minority faculty membership was reported at 11.1% in the fall of 2003, with tenure-track minority faculty listed at 13.4%. Minority executive, administrative and managerial positions accounted for 16.1% of the total.

The university’s cultural centers provide academic and social support for students. These centers participated in 104 recruitment events, interacting with 1,871 potential UNC students. UNC also is involved in many programs to improve student performance and increase retention. It participates in a variety of federal grant programs such as GearUp, which is designed to increase access by underrepresented students, and the McNair Scholars Program – an undergraduate research program to prepare low-income and minority students for enrollment in and completion of doctoral degrees.

Metropolitan State College of Denver

For the fall 2003 semester, 23.3% of Metro State's students were ethnic minorities. In addition, 16.5% of the faculty, 23% of the administrative staff and more than 30% of the classified staff were ethnic minorities. Goals of the 2003/2004 diversity plan were to focus on recruitment, maintaining participant and leadership roles in community and college organizations; continuing the Excel Recruitment program in 14 metropolitan Denver area high schools, continuing to collaborate with the College Assistant Migrant Program, and maintaining agreements with high school Upward Bound programs to guarantee participants admission to MSCD.

To increase retention, the college will work through its Student Support Services Program, which provides academic advising, tutoring, mentoring, study skills instruction, financial aid, career and personal counseling to low-income, or first-generation college students and to students with disabilities. MSCD is also working to improve faculty and staff diversity. It acknowledged that its non-white tenure track faculty declined from 28.6% to 16.5% during the last three to five years.

Fort Lewis College

A new position, Admissions Counselor for Multicultural Recruitment, was created to focus on recruiting traditionally underrepresented populations. The college continues to work with the Venture Scholars Program, a program that identifies high-achieving African American, Hispanic and Native American high school and college students, to encourage careers in science, engineering, mathematics and medicine. Fort Lewis College is the only higher education institution in Colorado to partner with this program, which has 12,000 students nationwide. The school's minority student enrollment totaled 25% in the fall of 2003. Native American students made up 18% of the student population.

Mesa State College

Highlights from the evaluation of various diversity goals: The number of freshmen minority applicants decreased from 554 resident minority applicants in 2002 to 487 in 2003, with 353 admitted and 157 enrolled. Total resident minority enrollment increased from last year. While total resident minority graduations remained constant, QIS data show increased retention efforts appear to be producing gains in the number and percentage of resident and non-resident minority students graduating, and the number in the pipeline. Initiatives have included focusing recruiting on more academically qualified minorities rather than simply on enrolling more students. The campus-wide Peer Tutorial/Mentoring Program continues to provide all students with tutoring and other academic support, social support, and mentoring. Mesa State continues to enroll students from outside the traditional Western Slope counties that have been the school's traditional base.

Adams State College

Adams State has a highly diverse student body with more than one-third (34.6%) minority students. Adams State has adopted six major diversity goals:

- 1) Maintain a diverse student body profile,
- 2) Make vigorous efforts to foster student/graduate success,
- 3) Educate for a diverse world,
- 4) Provide a campus environment that supports diversity,
- 5) Enhance the diversity of the college's faculty/staff, and
- 6) Maintain and enhance the college/K-12 interaction.

Future goals include maintaining and improving the six-year success rate of minority students at levels equal to or above the majority of students on campus. This goal was achieved for the 1995 cohort of minority freshmen. The college is implementing a General Education Assessment Plan to provide information needed for continuous quality improvement of general education.

Western State College

More than 94% of Western State's students come from outside the Gunnison Valley. The goal stated in the 2003 plan was to reach 9.5% minority student enrollment, and to continue to strive for gender balance. The percent of students reporting themselves as minorities increased by 1%, reaching 9.8% over the past year. The percentage of women in the student body in fall 2003 was 44.3%, a 1% decrease from the year before.

Retention of minority students continues to be a struggle and ethnic diversity in the work force is a much more difficult goal. At Western, only 1% of full-time faculty are members of a minority group, while 6.7% of the college work force are minorities. This is a decrease of 1.9% in the faculty and an increase of 0.7% in the total work force. The college continues its goals of increasing enrollment, retention and graduation of minority students and of focusing on diversification of student socio-economic status to reflect the state of Colorado.

Colorado State University – Pueblo

Colorado State University-Pueblo reported undergraduate enrollment of 4,045 at opening census 2002-2003. Minority students accounted for 36%, up from 33% in the fall of 1999. Hispanic students made up the bulk of minority students, representing nearly 28% of total undergraduate enrollment.

CSU-P lists a number of programs in which diversity is important, including the federally-funded Southern Colorado Educational Opportunity Center, which helped more than

2,000 low-income, first-generation potential college students become better informed and prepared about post-secondary education. Also, the College of Science and Mathematics has worked over the past four years to increase the number of minority science and math majors, raising the total from 27.9% to 33.1%. Finally, the student support services program helps low-income students stay in college with tutoring, counseling, advising, and supplemental instruction.

Colorado State University

Total undergraduate, minority student enrollment continued to increase in both real numbers and percentages, rising to 12% for fall 2003. Enrollment of minority master's students, however, declined to 7.6%. The percentage of master's degrees remained steady at about 10%. The number of doctoral degree minority students increased slightly to 86 or about 7%. The small number indicates the need for additional recruitment strategies.

Of the 64 new tenure-track faculty hired in 2003, 24 or 38% were members of under-represented groups. This was somewhat below the pattern of the late 1990s.

Colorado School of Mines

The diversity plan for the Colorado School of Mines includes three campus goals:

- 1) To have a diverse student population where all students feel welcome and comfortable while being offered an extraordinary educational experience;
- 2) To attain a level of faculty and staff diversity that matches the student body; and
- 3) To increase and maintain an environment where all ethnicities and genders feel empowered and that encourages their participation free of discrimination.

The percentage of minority undergraduates at CSM rose from 11.9% in 1992 to 14.3% in 2002. Since 1989, the Minority Engineering Program has worked to recruit, retain and graduate minority students. The MEP works with CSM admissions staff to identify feeder minority schools. Summer programs, challenge programs and other programs for junior and senior high schools have worked to increase minority enrollment and success. While 44% of minority students who entered CSM in 1992 were still there four years later, 60% who arrived in 1998 persisted to their fourth year.

University of Colorado at Boulder

Undergraduate minority student enrollment has remained fairly steady over the past five years, accounting for 13.5% of students. The number of new minority Colorado freshmen was at an all-time high of 593 students, a 30% increase since the fall of 1999. First-year retention rates for minority students entering in the fall of 2001 were 79% as opposed to 83% for all students.

The six-year graduation rate for minority students was 56% compared with the 67% for other freshmen. However, this was an increase of three percentage points in one year and an overall increase from 45% in 1990-91.

CU-Boulder's plan for student access and opportunity has been advanced through a variety of retention, leadership and other programs. The pre-collegiate program has been extended into the middle schools, growing from 300 students to more than 750 6th-to-12th graders. Minority faculty in tenure/tenure-track positions accounted for 14% of such faculty and increased by 41% since 1992.

University of Colorado at Colorado Springs

The number of minority undergraduates was at an all-time high for the 2002 academic year. The percentage, however, declined from 19.4% in 1999 to 18.1% in 2002. Importantly, the percentage of minority freshmen returning for the second year is nearly the same as that found among non-minority freshmen. Both groups reported a persistence rate of 64%.

Currently, female faculty or minority faculty account for 42% of tenured/tenure-track positions. The percentage of minority faculty with the rank of full-professor rose from 9% to 11% in the last year. The proportion of non-tenure-track minority faculty grew from 8% last year to 11% this year. The number of minority faculty serving in administrative positions, such as deans, associate/assistant deans, and assistant vice chancellors, more than doubled in the past year with representation currently at 24%.

University of Colorado at Denver

In the fall of 2002, minority students represented 21% of CU-Denver's total enrollment, up by 10% since 1998. Minority undergraduate enrollment rose by 11.5% for the same period and now makes up 27% of total undergraduate students. Of the 171 first-time, full-time freshmen in the fall of 2001, 75% were enrolled the next year, exceeding the 65% overall for first-time freshmen.

In the fall of 2002, women constituted 34% and minorities 13% of UCD faculty. Minority faculty accounted for 15% of tenured/tenure-track professors and 10% of non-tenure-track positions. In the non-faculty occupational categories, minorities constitute 15% of non-officer administrators, 25% of professionals, and 33% of secretarial/clerical positions.

University of Colorado Health Sciences Center

The School of Dentistry reported an increase in minority students from 15% in 2001 to almost 18% in 2002. A new facility is being built to address the national and local shortage of

orthodontists and to provide low-cost orthodontic care for low-income children. This program is considered a pipeline for minority and low-income children to the health care professions.

The School of Medicine reported minority enrollment at 15%, down from the 16.8% in 2001. Minority enrollment at the School of Nursing declined from 13% in 2001 to 10.4% in 2002. Minority degrees, however, increased from 7.3% to 14.3% for the same period.

The School of Pharmacy reported minority enrollment at 38% in 2002. That percentage was consistent for the past five years. The school is involved in a number of activities with high schools to encourage potential students.

Minority faculty constituted 9% of the total in the fall of 2002, at 10.6% in tenured/tenure-track position and 6.2% in non-tenure-track. Minorities accounted for only 1.6% of administrative position and 5.1% of tenured administrators.

Colorado Community Colleges

Arapahoe Community College

Minority students accounted for 15% of student enrollment in 2002, with Hispanic students representing slightly more than half of that total. The 2000 census reported that minorities made up 10% of the population in ACC's service area.

The Jumpstart pilot program, initiated in 2001, targets full-time students who are new to the college environment. Jumpstart students nearly match degree-seeking and all other new students in the percentage carrying grade point averages above 2.0, and significantly exceed the other groups in retention. Minorities accounted for 15% of full-time staff, representing 9.3% of faculty and 12.3% of administrative, managerial and other professional positions.

Colorado Northwestern Community College

While the minority population was 5.3% in the Rio Blanco County service area and 10.7% in Moffat County, CNCC's minority student share was 8.3% in 2003. This was down slightly from 8.9% in 2002 and 10.6% in 1999. The percentage of minority degree completions declined from 6.7% in 2002 to 5% in 2003. Among CNCC initiatives to enhance diversity is a program to teach Spanish to the medical community and education professionals. Additional Spanish courses are planned for 2004. CNCC has developed a college-prep seminar that provides under-prepared students an opportunity to explore college classes and to take the Accuplacer assessment tool before their freshman year.

Community College of Aurora

Minority students accounted for about 39% of total headcount in 2002. Resident minority students represented 39.2% of resident headcount, an increase from the 37% reported the previous year. Of the minority students who entered CCA in the fall of 2001, 32.6% re-enrolled in the fall of 2002, down slightly from the 33.9% re-enrolled in 2001. Of the minority students who entered CCA in the fall of 1999, 27.7% graduated within three years. This was significantly above the 14.8% graduation rate for those entering in 1998. Minority full-time faculty members rose to 19.2% in 2002, up from 11% in 2001.

Community College of Denver

Minority enrollment at the Community College of Denver totaled 56% in 2002, making it the most ethnically diverse public institution in the state. CCD's minority enrollment exceeds the 29% minority population of the Denver Primary Metropolitan Statistical Area. Only Asian student enrollment declined during the past five years.

A CCD goal is increased retention and completion. The school has created a three-tiered model for student assessment, advising and support services and has created a partnership with the Denver Housing Authority to provide access to education, training and related services to adults. Minority associate degree graduates rose from 41.4% in 1998 to 45.7% in 2002. Minority full-time faculty fell from 24.1% in 1999 to 21.6% in 2001. Total minority full-time staff also declined from 42.3% in 1999 to 36.0% in 2001.

Front Range Community College

Student enrollment percentages from all ethnic groups except Hispanics exceed the census distribution for the institution's service area. While 2000 census data reported Hispanic population for the service area at 19.9%, Hispanics represented 10.3% of FRCC students in 2002-2003. Front Range is working on a number of initiatives to increase minority student support and opportunities including mentoring and scholarships, tutoring, peer support, occupational preparation, a pilot leadership program for high school juniors and seniors and a summer bridge program. FRCC also reports a deficit in the percentage of Hispanic administrative staff and faculty positions. It has identified some activities in terms of staff recruitment.

Lamar Community College

Minority students accounted for 19% of enrollment at Lamar Community College in the fall of 2003. This total was less than the 25% minority population in the LCC service area. The college is working on a number of programs to increase minority enrollment such as free English

as a Second Language (ESL) classes, and working with the Department of Education on an adult literacy grant. While graduation rates for minority students increased, retention rates fell. The college has expanded tutoring services for all students and employs a full-time counselor to encourage transfers to four-year institutions. Minority employees accounted for 13.7% of LCC employees.

Morgan Community College

Morgan Community College reported minority student enrollment in 2003 at 12.6% compared to the 14.6% minority population in the service area. MCC has taken a number of initiatives to increase minority student participation, including working with TRIO on financial aid counseling and retention efforts, faculty student advising, full-time tutor services and special interest programs to recruit minority students into teaching careers in math, science and technology. Minorities accounted for 6.1% of overall MCC staff.

Northeastern Junior College

Northeastern Junior College's minority student enrollment was 9.1% for the 2003 spring semester. This was relatively close to census estimates of population for the service area. The 2000 census reported the Hispanic population at 11.9% for Logan County. NJC is working on improving minority participation through high school visitations, working with high school counselors to identify minority students for the Governor's Opportunity Scholarship and Daniels Opportunity Awards, grants for recruiting low-income students, and outreach with statewide organizations.

Otero Junior College

Otero Junior College reports its service area at about 39% minority at the 2000 census. OJC stated that the 2003 student enrollment shows relatively the same demographic breakdown. OJC also reported minority graduation rates of 44% for FY 03 and 33% for FY 02. These numbers nearly mirror the graduation rate for the student body. The minority retention rate for 2003 was 61.2% compared to 63.4% for all students.

Pikes Peak Community College

Minority student enrollment at Pikes Peak Community College totaled 29.8% in 2003. African American students exceeded Hispanic students, as they respectively comprised 12% and 11.3% of the student body that year. The Pikes Peak region's minority population was 21% at the 2000 census. Campus wide, more than 40% of those enrolled were "first generation" college students.

PPCC has instituted an “early warning system” so that students can receive assistance before mid-terms in any semester. Tutorial services have been expanded. Overall, minority representation in the PPCC work force increased from 15.9% in 2002 to 19.8% in 2003. Faculty minority representation increased from 3.6% in 2002 to 4.1% in 2003.

Pueblo Community College

Unduplicated headcount for minority students for 2002-2003 was 35.4%, a slight gain from the 35% reported the previous year. PCC has a full-service learning center that provides students with study skills assistance, basic skills tutoring and services for students with disabilities. Each instructional dean has developed a retention plan aimed at providing learning opportunities to help students achieve their goals. A call center has been created to identify students not attending classes to be individually contacted.

PCC has an overall minority work force of 27.4%. Minorities comprise 16.5% of faculty, 13% of administrators and 38.9% of classified employees.

Red Rocks Community College

Minority students made up 17.5% of the student body in 2002. In 2003, they accounted for 16.7%. Jefferson County’s minority population that year was 11.8%, according to the Jefferson Economic Council. In the spring of 2003, 16.8% of the RRCC students completing AA, AAS, AGS and Certificate programs were minority.

Programs to increase retention and completion by all students included services in the Learning and Resource Center that provides group tutoring and general tutoring in all levels of mathematics, writing, accounting, computer information and physics. Remedial students had higher completion rates and lower failure rates compared to the outcomes found in learning community research. An internal analysis revealed that Hispanic and Asian employees are underrepresented in both regular and part-time instructor categories.

Trinidad State Junior College

Minority enrollment at Trinidad State Junior College was 46% in 2003, down from 47% in 2001, but higher than the 41.7% reported in 1998. Minority graduation and transfer rates increased from 32.6% in 1998 to 46% in 2003. The minority population in the TSJC service area was 43% in 2003. During 2003, 58% of first-time, full-time students completed or returned the next fall. Fifty-four percent of minority students returned for fall semester or graduated in 2003. Graduation rates among minorities who completed three years rose from 32.6% in 1998 to 41% in 2003. That was a decrease from the 48% who graduated in 2001.

The college employs a coordinator who contacts every at-risk student and provides a detailed assessment of a student's progress every three weeks. This method has resulted in retention of more than 86% percent of at-risk students. An early alert system has also been instituted for advisors to contact students. Minorities comprised 12.2% of faculty in 2003, 26.7% of executive staff, 32% of administrative, managerial and other professional staff and 56.5% of clerical/secretarial staff.

Aims Community College

Aims Community College did not report statistical information. Instead, it described the goals and activities it has undertaken. Among the goals are increase enrollment and persistence of students and underrepresented groups; increase the number of underrepresented faculty and staff; foster a campus environment that respects diversity; build alliances with diverse external communities; and implement strategies to ensure continued evaluation of diversity efforts. Activities include active recruitment of migrant students. Aims is working closely with its neighboring community to focus on Hispanic high school students to acquaint them with health care careers and programs. The goal is to increase enrollment in the growing health care programs at Aims.

Colorado Mountain College

About 23% of Colorado Mountain College's enrollment is minority. In terms of credit hours, minority enrollment accounts for 11%. While total enrollment is close to the more than 25% reported minority population of the district and the service area, enrollment in for-credit courses is considerably less. Efforts to increase that rate include collaboration with high schools to develop programs that promote retention to high school graduation; strengthening student support services to promote retention at the college level; defining bridge curriculum from second language learning to GED to Post-secondary certificate and degrees; and benchmarking faculty and staff demographics as a first step in the plan to diversify faculty and staff.